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| **Principal and Teacher Effectiveness Frameworks 06/28/13 – DRAFT**  **How are they connected?**  There is a broad connection between the Framework for Leadership (principal) and the Danielson Framework (teacher) that warrants close inspection. Although the differences are obvious in that they apply to different positions in the educational system, they have imperative systemic goals in common. They are frameworks that are guided by years of research on effective practices and how students learn best. The visual below illustrates this connectedness,  Framework for Leadership  Danielson Framework for Teaching  Strategic Discussions    **Area**  **of**  **Commonality**  The two overlapping circles of principal and teacher effectiveness create an area of commonality. This area of commonality requires alignment of goals, effort and resources in a system that is student-centered. In the table below, eight essential factors contribute to this area of commonality:  **Essential Factors** | |
| **Vision** | Schools and School Systems should study all available data to determine how they would describe their workplace in “ideal” terms. Together, educators must take time to gauge where they are against where they would like to be to offer the best opportunities for student achievement. That vision would serve as the force that unites their school, their system and their community. Specific strategies will follow that will guide all decisions and revisions along the way. |
| **Common Standards** | Instruction should be standards-driven. The goals of instruction should not be determined by a textbook or educator preference. Every student should have the opportunity to study rigorous age- appropriate curriculum. That curriculum should be aligned to ensure that students work toward understanding concepts and beyond memorizing and reciting facts and details so that knowledge can be applied in real-life situations. |
| **High Expectations for All** | The expectation must be for ALL students to meet the standards. The variables are time and additional support as students work toward standards with adaptations where they are needed and additional support from knowing others. |
| **Instruction** | Effective instruction is a shared end to all other means. Administrators have a responsibility to have a working knowledge about the content and pedagogical approaches their teachers are designing and implementing and teachers are the designers of the standards-based instruction that helps all students to successfully master the standards and become contributing citizens. |
| **Assessment** | At the school level, teachers should use informal and formal methods to determine student progress toward goals. The combination of assessments should determine focused teaching and small group instruction with ongoing feedback so students have a clear picture of how they can improve. Parents should have timely information on their child’s learning with strategies to support advanced achievement. |
| **Collaboration** | Administrators, teachers, parents and the community at large are all teachers and partners in the education of our children. Our job is filled with ever-changing variables, but none are excuses for not providing a rigorous and relevant education for those we teach. As administrators, we must provide structured time for teachers to meet to design instruction. As teachers, we must use that time to plan instruction that will lead our students in the direction of mastery toward the standards. As parents, we must support the school with communication, structured practice of new skills and respect for those who care for our children during the day. As a community, we must help our students to be safe, and to do all that we can to support the efforts of the school through community programs. |
| **Safety and Security** | All adults should exhibit genuine warmth, caring and sensitivity to all children regardless of their cultural background and level of development. Behavioral standards should be clear and consistent and our students should feel safe and protected in their schools and communities. |
| **Professionalism** | All educators should display the highest standards of honesty, integrity and confidentiality. Instructional leadership should be distributed to allow for all teachers to become experts in their classroom and to encourage that expertise to be shared with their peers. |

To ensure that principal and teacher effectiveness remain connected; highly strategic discussions regarding these seven essential factors must occur among all partners. Two companion documents have been developed that provide possible “discussion starters” or “guiding questions” which can stimulate discussions in creating environments that foster student achievement. These two documents are:

* Possible Guiding Questions: Strategic Discussions Between Supervising Administrators and Principals
* Possible Guiding Questions: Strategic Discussions Between Principals and Teachers